Report on Western Canadian Distance Learning in Post – Secondary Education
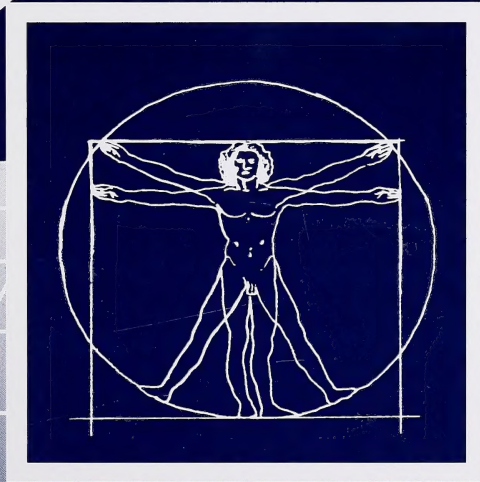
Prepared for the Western Ministers of Education and Advanced Education

NOVEMBER 1993

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

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SECTION 1: EXECUTIVE SUMMARY

In the fall of 1992 and the spring of 1993 a post-secondary distance learning committee, comprised of Education and Advanced Education representatives of the six western jurisdictions, conducted an inventory of the distance education initiatives in their province/territory. This action resulted from a request from the western ministers in July, 1992. The review of each jurisdiction's inventory, along with the committee's recommendations, form the basis of this report.

For the purpose of this study, distance learning (used interchangeably with the term distance education) is defined with the following characteristics:

- *It is a structured learning activity in which the instructor and students are separated by time and/or space;*

- *It involves two-way communication through print materials and/or one or more technical media; and*

- *It includes delivery between/among different campuses of an institution, or from one institution to another, but not courses in which the students and instructor are both on the same campus, since the latter would include all forms of individualized instruction.*

Each jurisdiction provides varying levels and types of distance education programs and courses. Institutions included in this inventory use varying combinations of communications technologies and traditional delivery modes to provide distance education programming. Support services are an integral part of distance education for all providers. Services typically provided include telephone tutoring, access to library resources, academic counselling, on-site tutors or proctors and technical support.

A variance exists in the extent of coordination and collaboration of distance education in each jurisdiction. In most cases each institution is responsible for its own distance education programming with little or no coordination between institutions. However, collaborative efforts between institutions are a strength of several jurisdictions.

The survey underscored the need to develop a more formal mechanism to gather distance education information on a regular basis and to develop common terms to describe distance education initiatives. In many cases, information was not available from institutions or was incomplete, making it difficult to draw comparisons between institutions and jurisdictions. Some institutions reported entire programs (e.g. Open

Learning Agency lists full degree programs), while others reported courses by subject and levels (e.g. English 100 and 250). However, courses offered at a distance in 1991 - 92 were extensive, numbering approximately 1,200 in western Canada, with individual student registrations estimated at over 65,000. This field is expanding rapidly with many new courses planned and under development.

The post-secondary group encountered considerable difficulty in including information on private sector initiatives for several reasons. First, it was difficult to identify organizations currently involved in distance learning initiatives: the private sector was generally suspect of government's intentions, since they consider post-secondary institutions to be their competitors. Second, it was determined that extensive work in this area had recently been completed by the federal government with a five-volume study, "Directory of Canadian Suppliers of Commercial Education and Training Services," issued by Business and Professional Services Industries Directorate, Industry, Science and Technology (November, 1992). The directory provides a comprehensive overview of training suppliers and their services. It contains descriptive entries for 1,265 private training companies and 298 private career colleges offering a wide variety of training services, as well as a listing of 235 public post-secondary institutions offering training on a commercial basis. This information being available was therefore not included in the western jurisdiction inventories.

The committee was also unable to respond to three other issues due to their complexity. These included an examination of the transferability of credits, opportunities to export Canadian educational services and the availability of federal financial support. Details on these issues are provided in the Background section of this report. The data collected, however, sets the stage for possible collaborative efforts in distance learning programs and technologies among institutions and jurisdictions in western Canada.

There is a general lack of information sharing and consistency in distance learning activities among western jurisdictions, as well as variation in the human and financial resources dedicated to distance education. There is a strong need to establish a framework, including adequate human and financial resources to ensure the continuity of activities. There is also an urgent need to keep the information in this report current, as it will inform ministers of developments in distance learning, and fill the communication void that currently exists among interested parties.

The post-secondary distance learning committee, therefore, makes the following recommendations:

Recommendations

1.   A new Distance Education Agreement should be developed for the six western jurisdictions. The 1984 Western Distance Education Agreement (see Appendix E) should serve as the foundation of the new agreement, which should be prepared within three months of the western ministers' meeting, and reflect the realities of the 1990's.

2.   A mechanism should be established to update and expand the information in this report and to make it readily available, possibly through a database. Ministers will need to dedicate resources to this activity to ensure its continuation.

3.   Ministers should mandate their officials to develop an action plan to implement Recommendations #1 and #2 above.

The committee experienced considerable difficulty in assembling this report due to change in personnel in government and the severe financial constraints of governments that have resulted in a reduced number of people working in this area. The future success of collaborative initiatives in this field will require substantial work and dedication of adequate human and financial resources by governments.

SECTION 2: BACKGROUND

As a follow up to a request from the Western Premiers' Conference held in May 1992, the western ministers of Education and Advanced Education from British Columbia, Alberta, Saskatchewan, Manitoba, the Yukon Territory and Northwest Territories met to share information on major education and training initiatives in the western jurisdictions.

At this meeting on July 21, 1992, the Ministers determined five areas for collaborative study, with a province to lead each area. In the area of distance education, the Ministers recommended there be an inventory of the distance education initiatives in western Canada. Alberta was designated as the lead province to compile an inventory, including initiatives of the western provinces and two territories. The information would provide an overview of the scope and scale of distance education activities, highlight areas in which collaborative efforts could be mounted, and provide information to improve the current system of delivery. Appendix A provides a listing of institutions and their abbreviations.

Each jurisdiction identified a representative for the post-secondary committee. The committee work was conducted by mail, fax, and conference calls. The reports from all jurisdictions were forwarded to Alberta, where they were reviewed and condensed into one report.

The committee was unable to respond to three components of the ministerial request due to their complexity. These included an examination of the transferability of credits, opportunities to export Canadian educational services and the availability of federal financial support.

The transferability of credits is handled differently in each jurisdiction and is a problem that exists whether courses are delivered at a distance or not. This issue, which is national in scope, is best handled by the institutions themselves. For example, credit transfer is negotiated among the five western Canadian universities involved in a consortium to deliver the Certificate in Adult and Continuing Education (CACE). Transfer credit will also be an integral part of the Western Universities Telecourse Consortium (WUTC) as the participating institutions develop a common base of Arts and General Studies courses for delivery in the western provinces.

The export of educational services has many side issues, such as public and private sector competition with public initiatives, which are subsidized by the taxpayer, accountability and visibility of projects that are combined as part of a larger

institutional operation, and the perceived liability of government if anything goes wrong with projects.

Due to the organization of federal departments, federal funding is usually directed to projects with a specific mandate, such as French language development or environmental concerns. Once collaborative projects among jurisdictions reach the planning stages, there will be considerable potential for exploring the availability of federal financial support from specific departments, for their development.

The data collected in this report, however, sets the stage for possible collaborative efforts in distance education programs and technologies among western Canadian institutions and jurisdictions.

This report represents the information provided by each province/territory on the distance learning (used interchangeably with the term distance education) initiatives in the western Canadian jurisdictions, as well as the recommendations of the post-secondary distance learning committee.

SECTION 3: SURVEY DISTRIBUTION AND RESPONSE BY JURISDICTION

Each jurisdiction identified a representative for the post-secondary committee. In the autumn of 1992 the committee determined what information was required. Each jurisdiction determined its own data collection instrument, and selected participants. The surveys were sent out by jurisdictions from autumn 1992 to spring 1993. Upon receiving the responses each jurisdiction prepared a report. An exception was the Yukon Territory, which had only one respondent. In several cases additional sources of information were consulted to prepare a comprehensive overview of distance education in each region.

Each jurisdiction attempted to gather information on the level and type of distance education activity and support services, future development initiatives, the degree of collaboration and coordination among institutions, delivery modes, innovative technologies, resources for distance education and the strengths and limitations of distance education. A listing of institutions is provided in Appendix A.

In addition to the above information, British Columbia requested data on the level of faculty involvement. Information was received from 22 British Columbia institutions. The inventory represents 15 colleges and institutes, four university-colleges, three universities and the Open Learning Agency.

In Alberta, the <u>Learning at Home: Distance Education Courses in Alberta, Saskatchewan and Manitoba</u> directory was used to select distance learning providers. This publication was produced by the Information Development and Marketing Branch of Alberta Advanced Education and Career Development. The Alberta survey, for this report was sent to 15 post-secondary institutions, six private sector agencies, and one government department. Responses were received from 10 colleges and institutes, three universities, four private sector agencies, and one government department.

The post-secondary distance education inventory for Saskatchewan included the activities provided by the University of Saskatchewan (U of S), the University of Regina (U of R), and the four campuses of the Saskatchewan Institute of Applied Sciences and Technology (SIAST). The four institutes were: Kelsey in Saskatoon, Wascana in Regina, Woodland in Prince Albert, and Palliser in Moose Jaw. Information on the private sector was not collected.

The Manitoba inventory reported the distance education activity of the four public institutions at the degree granting level and four public institutions at the diploma and certificate level. The degree granting institutions include: The University of Manitoba (U of M), the University of Winnipeg (U of W), Brandon University, and College Universitaire de Saint Boniface. Agencies offering two year diploma programs and one year certificate programs include: Red River Community College, Assiniboine Community College, Keewatin College, College Universitaire de Saint Boniface, and the Manitoba Department of Education and Training programs.

The Northwest Territories (NWT) used the survey provided by Alberta Advanced Education and Career Development. The survey requested information from Thecacha Campus (Fort Smith) and Nunatta Campus (Iqaluit) of Arctic College. Information on distance learning initiatives developed at Advanced Education was gathered using existing resources.

Arctic College, the only post-secondary institution in the Northwest Territories, does not maintain a central registry of its distance education initiatives. There is little coordination of distance education between the different campuses and satellite campuses. Currently, Arctic College is in the process of separating into two distinct colleges: one serving Nunavut, the Eastern Arctic, from Iqaluit, and the other serving the remaining Western Arctic Territory from Fort Smith. These recent changes have made it difficult to develop a comprehensive inventory of Arctic College's distance learning initiatives.

Yukon Education used the survey provided by Alberta Advanced Education and Career Development to gather information from the Yukon College. The survey was

distributed to all fourteen community campuses as well as to participants at the main campuses in Whitehorse.

SECTION 4: LEVEL AND TYPE OF DISTANCE EDUCATION ACTIVITY

Appendix B lists programs and courses available through distance education. For additional information or more complete listings, contact the individual institution.

(1)   British Columbia

Overall, the majority of post-secondary institutions in British Columbia provide some courses by distance or open learning. However, distance education activity varies among and within institutions. There are 470 college and university level courses available through the OLA. These include a wide range of courses offered in conjunction with the British Columbia universities. For a complete list of courses, contact the Open Learning Agency or the individual institution.

Approximately 75% to 80% of North Island College's academic and career/technical courses are offered in an open learning format. Selkirk College has approximately 600 distance education course registrations yearly, representing approximately 10% of the college's full time enrolments. About 60% are university courses, and the remainder are career/technical courses.

At Simon Fraser University (SFU), for the three semester period, summer 1992 to spring 1993, there was a total of 10,332 registrations in at least one of 76 courses.

At the University of British Columbia (UBC) demand for distance education courses is growing. In 1990-91, there were 2,143 registrations in 71 distance education courses.

The University of Victoria (UVIC) registrations in distance education courses totalled 3,400 in 1992-93.

Emily Carr College of Art and Design (ECCAD), British Columbia's fine art and design institute, has worked with the OLA since 1985 to develop and deliver fine art studio and art history telecourses. To date, two studio courses and five semesters of art history courses have been developed. Approximately 150 students participate in ECCAD's telecourses each year.

At the British Columbia Institute of Technology (BCIT), the level of distance education activity varies among the institute's departments. For example, in the School of Health Sciences, 56% of the courses in Health Part-Time Studies are offered

at a distance with 54% of students registered in them. Similarly, in the School of Trades Training, 56% of the students in Power Engineering are enroled in distance courses. In the School of Engineering, distance education is offered in Transystems, Math and Physics. While all the Transystems students are studying at a distance, only 5% of the Math and Physics students are studying at a distance.

Open Learning Agency (OLA)

An act passed by the Government of British Columbia in 1988 established the Open Learning Agency, with three components: the Open University, the Open College, and the Knowledge Network.

The OLA is British Columbia's only institution dedicated fully to the provision of open learning opportunities. It is mandated to coordinate the development of open learning education, use open learning methods to provide educational programs and services, carry out research related to open learning education, and operate one or more broadcasting undertakings devoted primarily to the field of educational broadcasting.

Open College

The Open College offers various courses as well as certificate and diploma programs in English as A Second Language, Adult Basic Education, Business and Management, Health, Social Services, and General Studies. In 1991-92, the registrations for courses provided by the Open College totalled 7,096.

Open University

The Open University offers bachelor degree programs in Administrative Studies, Arts and General Studies. The Open University also offers the newly established Associate of Arts degree and Associate of Science degree. In 1991-92, the registrations for the Open University totalled 6,566.

Knowledge Network

The Knowledge Network provides a broad range of educational television programs to almost 400,000 viewers each week. To address the diverse needs and interests of its audience, ranging from two years of age and up, the Network broadcasts programs in a variety of content areas. The Knowledge Network has reserved space in its broadcast schedule to air the courses of post-secondary institutions.

(2)   *Alberta*

The level and type of distance education activity varies among post-secondary providers in Alberta. Current course and program offerings represent a diverse range of levels and content areas. Approximately 75% to 80% of the institutions offer one or more complete programs through distance delivery. Programs include credit and non-credit certificates, undergraduate and graduate degrees.

The self-paced or open entry/exit is the primary delivery format for approximately 45% to 50% of institutions. The instructor-paced or fixed entry/exit format follows a set schedule, and this approach is used by 20% of the institutions. Another 20% of respondents provide courses or programs through either delivery format.

Although many courses and programs are self-paced, most have time limits for completion. These time limits may be set by specific institutions or resemble on-campus courses.

Fifty percent of program deliverers offer courses that are limited to specific sites. Technology such as teleconferencing or videoconferencing is the main mode of course delivery. The number of delivery sites varies with each institution, with a range of two for the Northern Alberta Institute of Technology (NAIT) and Concordia College, to 115 locations for the Southern Alberta Institute of Technology (SAIT). The average number of sites used is 26. The maximum number of sites used simultaneously ranges from two for NAIT and the Certified General Accountants' Association (CGAA) to 15 for the University of Alberta (U of A), and University of Calgary (U of C). Registrations per site/per course range from two to 30.

Distribution sites are concentrated regionally and provincially for courses available at fixed locations. Several institutions deliver to sites in Saskatchewan, Manitoba, British Columbia, and the Northwest Territories.

Approximately 70% of students taking courses not limited to specific sites reside in Alberta. The distribution of these students varies with the location of the institution and with each program.

Universities

Athabasca University (AU), Canada's Open University, is located in Athabasca, Alberta. It is dedicated to increasing equality of educational opportunity for all adult Canadians. Athabasca University offers six complete undergraduate degree programs, nine university certificates and, effective the fall of 1994, will offer a Master's degree in both Distance Education and Business Administration.

Student and library support for AU students is provided at learning centres located in Edmonton, Calgary, and Fort McMurray. The main mode of delivery is the home-study print package; however, this learning system also may include a combination of audio, video and computer disks, as well as some face-to-face instruction.

AU had 8,295 registrations in September, 1992, with 11,255 students completing courses in 1991-92. AU students are distributed across the country and elsewhere, however approximately 75% of learners are Alberta residents.

The U of A, through the initiatives of several faculties, has developed and delivered both credit and continuing professional education courses at a distance. The most common modes of delivery have been teleconferencing and print-based home study. The Faculty of Extension has experience in these methods of delivery and video teleconferencing. The Special Sessions division of the Faculty of Extension has incorporated teleconferencing into the delivery of several off-campus courses. The Faculty of Nursing has offered a Baccalaureate in nursing through audio teleconferencing for a number of years.

The U of A Faculty of Nursing has used the videoconference facilities of Alberta Transportation and Utilities to deliver undergraduate and graduate courses to Red Deer. In the fall of 1992, Alberta Government Telephones videoconference facilities were used jointly by the Faculties of Engineering at U of A and the U of C to pilot the delivery of a graduate course in Transportation Engineering.

The Instructional Technology Centre in the Faculty of Education at U of A provides support for audio and audiographic teleconferencing for the campus.

At the U of A the maximum number of sites used simultaneously to deliver teleconference courses ranges between one and 15, with registrations averaging between three and 30 per site. Sites are concentrated in Alberta, although specific Faculty of Education courses are delivered to Vancouver, British Columbia. The majority of distance learning activities at the U of A have a fixed entry point, with time limits set for completion.

The U of C offers a wide range of undergraduate, graduate, and continuing education courses. Teleconferencing is used to deliver to 70 locations in Alberta, with an average of 15 sites used simultaneously. On average there are 20 students participating at each site. Sites are generally distributed throughout the province, although nursing seminars are delivered to sites in British Columbia, Saskatchewan, and Manitoba. In 1991-92 there were 1,013 students registered in courses delivered at a distance.

Technical Institutes

The Southern Alberta Institute of Technology (SAIT) is active in the delivery of distance education through print-based and teleconferencing activities. Program and courses focus on technical education for adults seeking to gain new knowledge or skills in a variety of areas.

NAIT also delivers a variety of technical courses and programs. The principal mode of delivery of NAIT distance learning activities is correspondence.

Both technical institutes offer complete programs of study through distance education. Fixed entry/exit and open entry/exit courses and programs are available. SAIT can deliver to 112 provincial locations and three sites in Saskatchewan and the NWT. The average number of registrations per site/per course is three. Registrations for fixed location courses totalled 3,162 in 1991-92. NAIT delivered to two fixed sites with an average of 30 registrations per site/per course, for a total of 120.

In 1991-92 NAIT had 150 registrations in self-paced courses and had 300 course completions. SAIT had 3,956 new registrations. The majority of distance learners registered in SAIT and NAIT courses are concentrated in Alberta. SAIT has a higher percentage of students from central and southern Alberta, while approximately 30% of NAIT's registrations are from rural northern Alberta and 70% from urban areas.

Community Colleges

The five community colleges included in the Alberta inventory use various distance education approaches to deliver certificate, diploma, and academic upgrading programs and courses. The majority of the colleges reported using a mixed mode of course delivery, with print being the most common medium followed by teleconferencing.

Print-based courses are commonly supported by video or audio resources. Grant MacEwan Community College (GMCC) uses a combination of technologies for distance courses, including computer managed learning (CML). Fairview and Lethbridge Community College have also used CML in distance learning.

GMCC has six complete programs available, while the other colleges offer at least one, by distance learning.

A high proportion of the college courses and programs are open entry/exit, although several institutions set guidelines for course completion. In 1991-92 GMCC had 263

new registrations and 322 completions; Lakeland College had 710 new registrations; Lethbridge Community College had approximately 1,033 new registrations and 560 completions; and Olds College had 338 new registrations. The student dropout rate varies with the specific course and program.

Alberta Vocational College at Lesser Slave Lake (AVC-LSL) offers a wide range of academic upgrading courses and Cree Language courses using various technologies and modes of delivery. The majority of courses are on a fixed schedule, and in 1992-93 courses were delivered to 23 regionally located sites.

(3)   Saskatchewan

Saskatchewan's post-secondary institutions provide a wide range of university degree, professional development and technical institute programs by distance delivery to adult learners throughout the province. The province's nine regional colleges act as the primary delivery agents.

In addition, U of R, U of S and the four institutes of SIAST collaborate with SCN to deliver degree, diploma and certificate credit, as well as non-credit courses to 54 sites managed by the regional colleges. Courses are delivered by a variety of means including interactive satellite television and audio-conferencing, print, face-to-face and multi-mode instruction.

SCN was established in 1989 as an independent crown corporation with a mandate to provide equal access to information to all Saskatchewan residents. Currently, it operates two telecommunications networks. A closed-circuit training network provides interactive one-way video and two-way audio-conferencing from point to multi-point, primarily for post-secondary credit programming. A public network provides educational programming through cable television to more than 200 communities, including programming dedicated to curriculum support for both K-12 and post-secondary education, and professional development. In addition, SCN is developing options for electronic data communications for educational purposes.

Funding is provided by Saskatchewan Education, Training and Employment through an annual grant to SCN and an Education Outreach Fund to the regional colleges and SIAST specifically for post-secondary credit programming.

A cooperative, co-ordinated approach to the delivery of distance education programs is fostered through the Distance Education Program Review Committee (DEPRC), a deputy minister's advisory committee. DEPRC has representation from the universities, SIAST, regional colleges, SCN, Correspondence School and the K-12 and post-secondary sectors of the Department. To date, the provincial priority has been

to provide mainly first and second year Arts and some professional university degree courses, as well as technical institute courses in business administration, health care and food service. Recently, DEPRC established a subcommittee with representatives of local, regional, provincial and institutional libraries to explore areas for further collaboration, such as broader library access through electronic means.

In 1991-92, SCN provided televised delivery for 15 university-credit courses with approximately 1,400 registrations and 11 technical credit courses with approximately 1,250 registrations. Overall registrations increased to nearly 3,000 in 30 courses in 1992-93.

The U of R Extension division offers a variety of distance education programs, including first and second year degree-credit courses in Arts and Science, Social Work, and Administration, graduate courses in Education through the SCN training network, and certificate credit and non-credit courses by correspondence.

The U of R has experimented with distance education delivery since the early 1960s. Currently, three dominant modes are used: print; face-to-face instruction; and interactive television. There is a conscious effort to enhance instructor-student interactivity in all delivery modes. All courses include a print package and support, supplemented by fax, mail, videos, on-site seminars, proctors, and e-mail, where possible.

In 1991-92 the U of R had 3,466 registrations in off-campus degree credit courses, including seven televised courses, with 423 registrations. In addition, the University delivered by correspondence nine certificate credit courses with 392 registrations and 13 non-credit courses with 65 registrations.

The U of R is actively pursuing collaboration with U of S and the Department to increase off-campus programming capability, using three additional modes: teleconference (Darome units); computer-mediated communication, with the Department's existing Bulletin Board system; and two-way interactive video.

The U of S has been providing distance education since 1929 and has developed expertise in course design for both print-based and televised courses. The U of S has become a recognized leader in satellite television and distance education programming in agriculture. Through University Extension, the U of S offers degree-credit courses in Arts and Science and Education through satellite television, multi-mode (incorporating audio conferencing, video, face-to-face and print instruction), and independent study.

In 1991-92 the U of S had 1,434 registrations in 45 six-credit hour courses, equivalent to 2,375 registrations in 63 three-credit hour courses. Of these, four were delivered by satellite, three by multi-mode and 28 by independent study. U of S also delivered 15 certificate-credit courses by independent study with 1,239 registrations.

The four institutes of SIAST, Kelsey in Saskatoon, Wascana in Regina, Woodland in Prince Albert, and Palliser in Moose Jaw, offer certificate and diploma credit courses in Business, Health, Community Services, and Industrial Studies by satellite television and independent study.

In 1991-92 SIAST delivered 11 certificate-credit televised courses with 863 registrations, eight print-based courses with 267 registrations, and six continuing education print-based courses with 426 registrations.

(4)   Manitoba

Of the four degree granting institutions in Manitoba, the University of Manitoba (U of M) is the most active in distance education delivery. U of M offers a wide range of Arts, Science and Education courses by independent study and community based instruction aided by audio teleconferencing and computer networking. Brandon University offers a limited number of courses through audio-teleconferencing, print, and computer aided instruction. The University of Winnipeg (U of W), has become active in distance education with experience gained through its participation in the First Year University By Distance Education (FYDE) Program.

FYDE is a pilot program delivered by Inter-universities North, a consortium of the U of M, U of W, and Brandon University that delivers undergraduate programs in northern Manitoba. For further details see Section 6, Collaboration and Coordination.

The U of W offers Biology, Introductory History, and Introductory Chemistry through the FYDE Program. These three courses are delivered through a combination of live satellite, audio teleconferencing, audiographics, and video tape.

Of the non-degree institutions, Red River Community College (RRCC) and Assiniboine Community College (ACC) are most active in distance education. RRCC delivered 14 courses at 54 delivery locations with 356 registrations in 1991-92. ACC offers distance education programs in Business, and Agriculture and Rural Enterprise. In 1991-92 ACC delivered 15 credit courses with approximately 900 registrations in 86 communities. Eight additional courses were planned for 1992-93. ACC also offers a Business Management Certificate by distance education: eight courses were offered in 1991-92 with 125 registrations in 50 communities. Keewatin Community College, College Universitaire de Saint Boniface, as well as New Careers, Workforce 2000, and the private trade schools, were not active in distance education for the period surveyed.

(5) Northwest Territories (NWT)

The extent of distance education activities varies among the two main campuses and the satellites of Arctic College and the Advanced Education program. All distance education courses have a fixed entry and exit date.

Nunatta Campus of Arctic College has one year of distance education programming experience for the pilot delivery of two Accounting and two Humanities courses. The total number of registrations was 120, with 35 for credit. At this time, the campus has no firm commitment to continue these or other distance learning initiatives.

Thebacha Campus of Arctic College currently offers an accounting course through distance education. The 1991-92, registrations totalled 40, with 32 completions.

The Department of Education, Culture and Employment, Advanced Education Division delivered a pilot, Peer Helper, distance education course in three NWT high schools in 1991-92, with 35 registrations and 25 completions. This initiative was in conjunction with Memorial University, Northern Quebec and Northern Saskatchewan. No plans exist for its continuation.

(6) Yukon Territory

A single institution is represented in the Yukon's distance learning inventory. The Yukon College uses combinations of video, broadcast television, teleconferencing and fax to deliver several courses. However, a complete program is not available in this format. In 1992-93, the College delivered instructor-paced courses in Early Childhood Development and Academic Studies Correspondence with 45 registrations at four sites throughout the territory. The College has the potential to deliver to 13 sites.

General Equivalency Diploma (GED) courses are available in an open entry/exit format with 54 students completing in 1992-93.

The Distance Education Unit at Yukon College provides the infrastructure support for distance education and operations. Academic departments provide the programming support such as curriculum development and tutoring.

SECTION 5: DEVELOPMENT INITIATIVES

In an effort to increase collaboration among western post-secondary institutions, each jurisdiction requested institutions to identify distance education initiatives either planned or under development. Development activity ranged from the single print-based courses to Master's degrees delivered through computer-mediated communication and teleconferencing. Appendix C provides a comprehensive listing of future initiatives identified by institutions. Highlights are provided below for several agencies from each jurisdiction:

(1) British Columbia

The British Columbia post-secondary education system is entering an interdependent phase of college and institute development. As part of the framework for the future, the post-secondary system will include an expanded and dynamic OLA, building on its unique characteristics and creative technology. The Agency will offer programs and services which complement those offered by other institutions and which include a wide range of fully cost recoverable programs offered in offices and other worksites delivered through partnership arrangements.

Section 6, Collaboration and Coordination, provides additional information on initiatives of the OLA.

In addition to the OLA, other institutions have identified objectives for the future development of their distance education programs. The following are some highlights of proposed initiatives:

The Centre for Distance Education at SFU intends to upgrade its computer facilities to enhance speed and memory, to improve the appearance and readability of the course readers that usually accompany study guides and, in the long term, produce a number of course readers for more general circulation.

The UVic is planning to develop 26 new courses in existing programs, redevelop 54 existing courses, and develop two new programs: Multidisciplinary Graduate Program in Policy and Practice in Health and Social Services and a Certificate Program in Technology and Management.

The BCIT is considering the following initiatives: a partnership with the OLA to improve training of power engineers; a partnership with the SAIT to develop industry training programs using the SOLIS modularized instructional manuals; improved design and modularization of course manuals; a management program for

power plant chief engineers and supervisors; and a common courseware storage and handling system for all distance education programs.

East Kootney Community College intends to expand its distance education offerings in Adult Basic Education. The main focus for Northwest Community College will be to establish a Northern Electronic Network with the University of Northern British Columbia for an education and training link with the Lower Mainland program and course providers.

(2)   Alberta

AU is developing a Master's program in Distance Education which will be delivered through a combination of print and computer-mediated communication. A Master of Business Administration program is also being developed in co-operation with Henley Management College in the United Kingdom. Both programs will be available in the fall of 1994.

AU is currently implementing instructor-free learning groups which enable students to meet and manage the learning and interaction themselves.

NAIT has an extensive list of print-based health and medical science courses either planned or under development. SAIT is developing an Auto CAD (Computer Assisted Design) certificate program and Construction Management certificate program for distance learning.

The Faculty of Education at the U of A has a variety of under graduate and graduate courses planned. The Faculty of Education has two innovative delivery modes planned for two undergraduate courses: a Power Book computer and Fax modem for Secondary Education 200, and the Phase 3 Practicum Videoconferencing project. Using utilities offered by Northern Telecom's VISIT (desktop videoconferencing software), this project has the potential to improve linkages between university and schools for students in the Phase 3 Practicum. This experimental practicum assigns students from various courses to single sites with one or two faculty consultants. In total, 45 students in 10 different Phase 3 Practicum courses are involved. This project is being sponsored by Northern Telecom, Edmonton Telephones and Edmonton Public Schools.

The Faculty of Nursing at U of A has three graduate level courses planned for delivery to Red Deer through videoconferencing. The U of A Faculty of Engineering is exploring with the U of C Faculty of Engineering possibilities for sharing undergraduate courses through video conferencing between the two campuses.

The U of C Faculty of Education has two graduate programs planned for delivery by a combination of teleconferencing and audiographics. A Master's degree in Continuing Education incorporating teleconferencing and computer-mediated communication (CMC) is under development.

(3) *Saskatchewan*

The U of R has planned 11 televised undergraduate courses for delivery in 1993-94 and a television-led multi-mode graduate education course for spring of 1994. Nine certificate-credit courses and 13 non-credit courses are also planned.

The U of S had one televised course, six independent study courses, and two multi-mode courses under development in 1992-93. The greatest expansion is in certificate programs, with eight courses under development in Teaching English as a Second Language, Farm Business Management and Health Care Administration.

SIAST has four Business Certificate courses, several Home Care/Special Care Aide, Food Services Administration and Food Service Worker courses, and several Dental Assisting and Commercial Pesticide Applicator courses planned for development and delivery. Courses toward an applied certificate program in Management of Institutional Housekeeping are also under development in conjunction with the Saskatchewan Institutional Housekeepers' Association.

(4) *Manitoba*

The U of W is completing construction of a campus-based interactive television studio that will enable it to deliver undergraduate courses through two major Winnipeg cable television companies and by satellite through the Manitoba Satellite Network (MSN).

Effective September, 1993, the U of W will begin to cablecast three courses: Introductory English, Introductory Psychology, and General Biology.

Red River Community College has eight new courses planned for delivery beginning in 1992-93, with an additional eight courses for 1993-94. Assiniboine Community College has two new courses under development for 1993-94.

(5) *Northwest Territories*

Thebacha Campus of Arctic College has plans to offer a new pre-trades upgrading course within the next two years.

The Department of Education, Culture and Employment is in the process of developing a Distance Learning Strategy. The strategy includes a new Division of Educational Development, called Information Networks, under which a Distance Education Centre will be implemented. A task group on distance learning is being formed and will include representatives of all stakeholders in distance learning. This cohesive distance education strategy will be an integral component of the NWT education system and will increase the access to educational opportunities for individuals in remote communities.

(6) *Yukon Territory*

The Yukon College has a new Criminal Law teleconference/print course planned for delivery in the next one to two years. In addition the College hopes to continue to develop and extend its Early Childhood Development program and pursue the development of distance delivery initiatives in the areas of Women's Studies and First Nations programming.

SECTION 6: COLLABORATION AND COORDINATION

Collaboration and coordination among the post-secondary sector and other learning agencies is a strength of distance learning in several western jurisdictions. A variety of collaborative agreements exists between universities, colleges, and technical institutes within individual provinces/territories and between jurisdictions. Cooperation exists most commonly for course development, joint delivery, and transfer of credits. In some cases agencies also work together to provide student support, marketing, registration or training. Appendix D provides a listing of partnerships and agreements reported by post-secondary institutions and agencies and outlines the nature of collaboration. Several examples of collaborative agreements follow:

(1)   *British Columbia*

Responsibility for distance education at the post-secondary level lies within the Universities, Colleges and Institutes Division of the Ministry of Skills, Training and Labour.

British Columbia has a well developed and integrated distance education system. A discussion paper produced by the Open University Planning Council in October, 1992, noted that " ...the system of courses and programs offered at the three traditional universities, the OLA, university-colleges, colleges and institutes is characterized by a high degree of cooperation and integration that allows for a remarkable level of access, mobility and quality." The Open University Planning Council is comprised of representatives from the public universities, the college system, and the OLA.

Many colleges and institutes have established partnership arrangements with the OLA in developing course materials, undertaking needs assessments, and delivering courses. Perhaps the most significant partnerships between the OLA and colleges and institutes have arisen through the establishment of "collaborative" or "laddered" degree programs. These programs enable students to "ladder" their studies (e.g. diploma) from one institution to a degree program at the Open University and receive a university credential (i.e. Open University degree). These partnership arrangements increase access to university education for students throughout the province and enable learners to combine practical skills gained in technical programs with an academic program. More than ten such agreements have been established.

Some colleges have partnership arrangements with post-secondary institutions outside British Columbia. For example, BCIT noted that discussions have been taking place between BCIT's Power Engineering Department and SAIT. SAIT produces course materials which are standardized for power engineering training in Canada. Northwest Community College is exploring transfer arrangements and laddering opportunities with British Columbia institutions and with the University of Alaska, among others. The Okanagan Community College collaborates with Guelph University in offering the Diploma in Horticulture to residents of its college region.

A Universities Distance Education Consortium collaborate significantly in the provision of distance education. For example, the 1992-93 university programs and courses calendar produced by the OLA lists 348 courses offered by the consortium of universities and the OLA, with almost no duplication. All the courses are accessible to students enroled in each institution. In 1991-92, there were nearly 23,000 registrations in the consortium's courses. Open learning courses are equivalent to campus courses, and students' transcripts no longer make reference to delivery mode.

In addition to the above initiative, the OLA offers several collaborative services and programs, including:

Workplace Training Systems

The Workplace Training System (WTS) is administered by the OLA. WTS works with employers, unions, government and other organizations to provide workplace-based training programs. WTS consultants work with employees and employers to assess training needs and design appropriate training programs. In 1991-92, WTS provided its services to 33 different organizations, and delivered training directly to approximately 1,000 workers and indirectly to many more through employer-delivered programs.

Electronic Library Network

The Electronic Library Network (ELN) was established in 1990. The ELN's mandate is to provide equal, timely and economical access to information resources beyond institutional library collections and existing services. The ELN is administered by the OLA.

The ELN has made significant progress in establishing an electronic library network for the province. Projects implemented during 1991-92 include: a Union Serials Database of journal and magazine titles; a database of film and video holdings; and a CD-ROM catalogue of college, institute and public library holdings. The ELN is exploring ways of enabling students and faculty to order items electronically through other libraries and making the delivery of printed items more efficient.

British Columbia Educational Credit Bank

The Credit Bank allows British Columbia residents to consolidate college and university course credits and to obtain credit for "non-formal" learning through industry-based training, workshops, and on-the-job experience, for example. The Credit Bank processed 1,185 transfer credit evaluations in 1991-92.

School-Based Community Campus Pilot Project

The OLA is launching an expanded pilot project involving several school districts to determine the feasibility of offering post-secondary courses through secondary school facilities. The first phase of the pilot, involving one school district, was well received by the local community and suggested significant potential.

It is expected that this initiative will benefit post-secondary institutions by reducing pressure on first-year registrations and by better preparing students to advance at the post-secondary level. This initiative will enable high school graduates, who are unable to enrol in a post-secondary institution, to begin first-year studies. In addition, the program will allow students in partial secondary programs to begin their post-secondary studies and enable qualified students to obtain advanced credit at the post-secondary level.

Western Universities Telecourse Consortium

The OLA is currently exploring the development of a "Telecourse Consortium" among western Canadian universities. The proposal would involve participating universities working with educational broadcasters to offer telecourses which would initially enable students to complete first-year requirements for General Studies and certain Arts degrees.

Each university in the consortium would act as a source of telecourses by making video materials available to educational broadcasters and other universities to deliver the courses to their students. In addition, students could enrol in any of the partner universities' telecourses and then transfer the credits earned to the "home institution".

The major benefit of such a consortium would be the shared cost of telecourse development. The broadcast of a greater number and range of telecourses in each province would also increase the opportunities for informal learning, and for high school students and others to experience university-level instruction. This proposal would make better use of existing educational networks and related technologies to deliver university-level courses.

(2)   Alberta

Athabasca University has joint delivery agreements with several colleges in Alberta, Arctic College, NWT and North Island College in British Columbia. Credit transfer agreements exist between AU and select diploma programs.

AU has implemented a collaborative library service to support learners in northern Alberta. NORALINK is an agreement among northern libraries which pool resources to serve each other's clients and provide on-line access to each other's collections. The founding members of the agreement include AU, college libraries at Keyano, Grande Prairie, Lakeland, and AVC Lesser Slave Lake and Lac La Biche. The Northern Lights Regional Library and Peace Library System are also included in the agreement. The NORALINK group has an office on The University of Alberta campus to provide a reference and teaching service for clients requiring the use of

the U of A library collection. Faculty from the NORALINK group also have inter library loan requests filled by this office. (For more information contact AU librarian, Leslie Aitken, 675 - 6262).

PERCC, the Power Engineering and Related Courses Cooperative exists to share course development and provide transfer of credits. This Cooperative includes seven colleges that teach Power Engineering courses. (For more information contact Fairview College).

GMCC has developed a variety of collaborative agreements with other agencies and institutions. Nursing credentialling courses are brokered to other colleges and hospitals in Alberta and in other jurisdictions.

A Certificate in Adult and Continuing Education (CACE) is offered jointly by the CACE consortium which includes the Universities of Alberta, Calgary, Saskatchewan, Victoria and Manitoba. Credit transfer agreements exist with the Faculty of Education at U of A and the CACE program. An agreement for credit transfer is pending with several other agencies.

The U of A and the U of C work cooperatively to deliver Education and Engineering courses, and have credit transfer arrangements.

(3)   Saskatchewan

The DEPRC performs a key coordinating role in developing a cooperative, integrated distance education delivery system for the province. With representation from the universities, SIAST, regional colleges and the Department, DEPRC annually identifies needs, establishes priorities for program development and delivery and advises the Deputy Minister on policy issues, in order to avoid duplication and ensure complementary programming.

Recently, DEPRC established a subcommittee representing local and regional public, provincial and institutional libraries to explore areas for collaboration to increase access to their combined resources, particularly through electronic means.

In conjunction with the province's regional colleges that manage the receiving sites, SCN transmits by satellite a variety of credit and career-oriented classes, seminars, workshops and special presentations from several sources, including the U of R, U of S, SIAST and a variety of businesses and organizations. SCN is also collaborating with a number of educational and business partners to develop the province's data communications network.

Opportunities for collaboration in distance education are rapidly developing among institutions and with business partners. Following is a sampling of existing partnerships:

The U of R and Saskatchewan Indian Federated College (SIFC) have collaborated with U of S to develop and deliver Indian/Native Studies classes to about 250 students through SCN and the regional colleges. Students register with their home university but take the same course with the same instructor, exams, etc., at the various receiving sites.

The U of S leases several courses from other universities, such as Manitoba, Waterloo and the OLA, for delivery by multi-mode and independent study. Courses from the U of S's Crop Production program are leased by Lakeland College and Medicine Hat College in Alberta for similar programs in their jurisdictions (see Appendix B).

A prairie-wide consortium of the U of S, U of M, Assiniboine College and Olds College is pursuing the development and delivery of a collaborative, prairie-wide Certificate in Horticulture program, to be delivered by distance education. The U of S is carrying on negotiations with several western institutions to develop a prairie-wide collaborative model for delivering its Farm Business Management certificate program.

The U of S is negotiating an opportunity for Laurentian University to broker the Certificate in Teaching English as a Second Language for delivery in northern Ontario.

When the College of Education at the U of S was unable to offer a required course, because of budget problems, students were registered in a similar course from SFU by independent study.

Students in the U of S Certificate in Agriculture Program (CAP) have access to Saskatchewan Agriculture and Food Extension Agrologists and the information and materials of its 50 Rural Development Centres.

The Certificate in Adult and Continuing Education (CACE) is a collaborative venture of five western Canadian universities (U of S, U of C, U of A, U of M, UVic). The program and course requirements are the same at all five institutions, with full transfer of credit; distance education course materials developed for the program at each institution are shared freely. For individual institutions in the consortium, this reduces course development costs by as much as 80%, compared to what it would cost one institution to develop the program.

Regional colleges and SIAST institutes in Saskatchewan assist both universities in the delivery of distance education courses by providing on-site student support at learning centres around the province.

The universities and SIAST collaborate with SCN, the regional colleges and the Department to provide course support materials; new methods of delivery, including computer-mediated communications; information on distance education; and access to the existing Bulletin Board System for delivery throughout the province.

The universities and SIAST also collaborate to communicate programming information to staff at the regional colleges and SIAST; produce an annual joint distance education course catalogue or brochure; and provide orientation for distance education learners.

The universities also cooperate with aboriginal agencies to provide aboriginal teacher education programs: NORTEP in La Ronge; SUNTEP in Regina and Saskatoon; YNTEP out of U of R to Whitehorse, Yukon Territory; and ITEP out of U of S. The U of R is developing a receiving site at the Yukon College (YNTEP) for undergraduate and graduate programs.

SIAST is involved in extensive collaboration with professional associations, government departments, private sector agencies and aboriginal organizations in the development and delivery of post-diploma and post-certificate health sciences courses. A professional development program for institutional housekeepers is developed and delivered jointly with the Saskatchewan Institutional Housekeepers' Association. Wasacana Institute and NAIT cooperate in curriculum development for dental assisting. The Agriculture Institute of Management in Saskatchewan provides funding for the delivery of agricultural courses. More detailed information is provided in Appendix D.

(4)   Manitoba

The FYDE program is delivered by Inter-universities North, which is a consortium of the three major universities that deliver off-campus programs in northern Manitoba. For the FYDE Program, however, this consortium is widened to allow the local community to participate in the program's coordination through community advisory committees. Also participating as program partners, and assisting with its coordination, are the school superintendents and principals from FYDE communities, as well as representatives of the provincial University Grants Commission and the Distance Education and Technology Branch.

The provincial technology networks (audio-teleconference network MINET and MSN) are coordinated by the Distance Education and Technology Branch of Manitoba Education and Training. The branch negotiates time sharing on the networks with institutions and K-12 schools.

In April of 1992 the Manitoba Minister of Education and Training established a Task Force on Distance Education and Technology with participation from all major K-12 and post-secondary stakeholders. The Task Force submitted a final report in April of 1993. The report proposes a vision for development of distance education in the province at the post-secondary and K-12 levels.

In addition to collaborative agreements between institutions, external funding or sponsorship is provided for course development, delivery, or instruction. External sponsorship is most commonly obtained for the funding of course development or delivery. Sponsorship is provided by corporations, school authorities and other provincial or federal government departments.

SECTION 7: DELIVERY MODES AND INNOVATIVE APPLICATIONS OF TECHNOLOGY

Principal Modes of Delivery

Print-based is the most common form of program delivery within western jurisdictions. High quality print packages provide a foundation for many course manuals and student guides for home study courses. Programs are increasingly supplemented by telephone contact between student and tutor, and face-to-face tutorial sessions on campus or at learning centres. Print courses are often supported by video, audio, and CML software. Audio-teleconferencing, audiographics, and computer conferencing are also used to deliver programs.

Many institutions in the western regions use a multi-media approach for course delivery. This may include a combination of print-based materials, audio or video resources, teleconferencing, videoconferencing, computer managed learning, computer-mediated communication, facsimile, and face-to-face seminars. Refer to Appendix B for a complete listing of modes of delivery used by distance learning courses and programs.

The majority of the print courseware used by institutions is developed in-house, with some agencies purchasing student guides or manuals from other agencies or private vendors. Computer software such as CAI, CML, testbanks, and video and audio resources are more commonly purchased from various external vendors. Athabasca

University is currently developing Quality Assessment Techniques to evaluate both in-house and external courseware.

Innovative Use of Technology

Various innovative applications of technology are currently in use. The most recent technological applications incorporated into the delivery of distance learning are computer-mediated communication (CMC), satellite delivery, interactive video and videoconferencing.

Computer-mediated communication (computer conferencing) allows for rapid communication among students as well as between student and instructor. Computer-mediated communication refers to the use of a network of microcomputers linked to a host computer by a variety of means, including local networks, telephone lines, or special data networks. Computer-mediated communication includes both electronic mail programs and computer conferencing programs. Videoconferencing is interactive communication technology which enables point to point delivery with the use of two-way audio and video. Satellite capability allows for point to multi-point interactive delivery using one-way video and two-way audio communications technology.

(1) Alberta

Videoconferencing technology has been used successfully by the U of A faculties of Engineering and Nursing and has been piloted by the Faculty of Education. These faculties have plans to continue applications in the future.

The U of C and U of A are collaborating to deliver graduate engineering courses by videoconference. U of C is also incorporating audiographics into a multi-media system.

(2) Saskatchewan

Satellite television delivery is being utilized successfully by Saskatchewan institutions through the SCN. SCN's Training Network uses a combination of fibre optics and satellite systems to transmit signals from four major studios in Saskatoon, Regina, Prince Albert and Moose Jaw to receiving sites throughout the province.

Receiving sites are equipped with a KuBand satellite dish, tuning receiver, decoder, television monitor, videocassette recorder, telephone and fax machine; and duplicate rooms with similar equipment in larger centres with higher enrolments.

SCN provides distance education opportunities to nearly 90 classrooms throughout the province with the use of one-way video and two-way audio-conferencing. Teleconference and computer-mediated communications are also used by SCN in conjunction with the education institutions.

(3)   *Manitoba*

Through the Distance Education and Technology Branch of Manitoba Education and Training, the province of Manitoba provides all institutions with access to three networks that can be used to deliver distance education programs. Institutions use the following as well as other technologies in delivery of distance education programming:

- An audio-teleconference network;

- The Manitoba Information Network (MINET), a computer network supporting electronic mail, computer conferencing, and fax communication at a fixed cost of under $200 per year from any location in the province; and

- An interactive satellite communications network (MSN) providing one-way video and two-way audio communications to more than 90 sites in the province.

SECTION 8: SUPPORT SERVICES

Institutions provide a variety of student support services which may include library services, tutoring, counselling, local teleconferencing assistance or test/grading support. However, the degree of these services varies with each provider and course or program.

All institutions provide tutoring as an integral service available to learners. The majority of tutoring is initiated by the student during designated times. Telephone contact is the most common tutoring medium. This mode is inexpensive and flexible, and uses existing technology. Several institutions allow students to make collect calls to tutors or provide a toll-free telephone service. Some institutions use the teleconference link or computer conferencing to provide instructional support.

Library support services differ between jurisdictions and institutions. In British Columbia most students have access to regular campus services; those students who

do not have access to on-campus services or those of satellite campuses are able to request library material by mail.

In Alberta, services are available through local libraries or campus learning centres. Several institutions, AU, GMCC, U of C, and U of A, enable varying degrees of access to on-line computer catalogues. AUCAT, the AU on-line catalogue, is accessible in Athabasca, or at learning centres in Calgary, Edmonton, and Fort McMurray. Most commonly, library requests are received by telephone or fax, and materials are mailed out to students. In many institutions library access is limited to on-campus use or is available by request only.

In Saskatchewan, the universities provide extensive services to distance learners, with the support of an annual Library Outreach grant from the Department. A full-time coordinator of off-campus library services provides technical and research services. Students with compatible hardware and a modem can gain on-line access to the university library catalogues. The U of S has seven remote access computer terminals for the same purpose at the six centres off-campus with the largest registrations and provides a small permanent collection at its three largest off-campus centres. Students can contact the university library toll-free to order books or get help with bibliographic searches. Library materials are mailed to off-campus students free-of-charge for an extended loan period.

The library coordinators conduct workshops throughout the province on how to use the service. They instruct how to gain on-line access by computer and train staff in the province's regional libraries who provide additional local support for the program.

The U of S has developed a video and print-based Study Skills Program, "Learning to Learn", available on loan to distance learners.

Many SIAST courses involve extensive use of videotapes to support the learning; these are mailed to students by the institute libraries.

In the NWT off-site students do not have direct access to the library, book store or counselling services.

In all jurisdictions counselling services and academic tutoring are provided at the learner's request over the telephone or on-campus. Several institutions provide counselling at their local learning centres, such as AU in Alberta. In Saskatchewan, the U of R and U of S provide counselling through regional colleges, SIAST campuses or by telephone, fax or site visits. The U of S provides an on-site tutor or proctor at locations where six or more students are registered.

Alberta institutions that deliver courses through audio-teleconferencing or audiographics provide local teleconference assistants. Arrangements for assistants are made locally by the Further Education Councils, Consortia, hospitals or collaborating institutions. In Saskatchewan technical support is provided for televised courses by a SCN site coordinator, and technicians in the production studios.

SECTION 9: RESOURCES FOR DISTANCE EDUCATION

As the operating costs for development and delivery of distance learning activities are often integrated into the budgets of traditional departments, faculties or continuing education units, institutions were not consistently able to provide data on their operating expenditures. The following information was provided by several jurisdictions:

(1)   *British Columbia*

Universities, colleges, institutes, and university-colleges in British Columbia are not provided with designated funding for distance learning activities. Distance education allocations are determined by the administration of each institution from the institution's overall annual allocation. However, the annual budget of the OLA constitutes a major allocation of funds for distance and open learning. In 1993-94, the total allocation from the Ministry of Skills, Training and Labour to the OLA was approximately $22 million. These funds support Open University and Open College course offerings; Knowledge Network acquisitions; equipment purchases; development and implementation of the electronic library network; workplace training; and the provision of a province-wide, toll-free telephone information service.

(2)   *Alberta*

Alberta Advanced Education and Career Development provides base funding to post-secondary institutions in Alberta which determine the level of funding they provide to distance education initiatives. Many courses/programs are operated on a partial or full cost recovery basis or receive funding from external sources. Courses delivered to jurisdictions outside Alberta operate on a cost recovery basis.

GMCC has a central unit to provide course development and delivery support. However, each academic or vocational area is responsible for providing distance education services.

The U of A has two teleconference bridges and two classrooms equipped for audio teleconferences. One classroom and bridge is located on the main campus and the

other classroom and bridge are located on the campus of the Faculte St.- Jean. The Instructional Technology Centre of the Faculty of Education provides services in support of the teleconference activities of the other faculties. Each faculty involved in distance education directs its own resources to the activity. In addition, the central administration has provided more than $100,000 in funding for video conference pilot projects during the past 18 months and has recently set aside $250,000 in hard funding to assist with the development and delivery of distance education programs.

Other institutions reported operating budgets for distance learning ranging from $58,000 for Lethbridge Community College to $350,000 for NAIT.

(3)   *Saskatchewan*

The 1991-92 operating budget for program and course delivery at the U of R is estimated at $5,000 in direct costs for non-credit correspondence, not including administration. For televised courses, the budget is $300,000, including $200,000 for program development, delivery and support costs, and $100,000 for library support services. Revenue sources include SCN, the provincial Library Outreach grant, tuition fees and the university operating budget.

The U of S has an operating budget of approximately $1,412,638, including $925,000 for program development and delivery costs, $130,000 for library support services and the balance for staff. Revenue sources include tuition, the provincial Library Outreach grant, SCN, miscellaneous grants and the university operating budget.

SIAST had a 1991-92 operating budget of $388,489 for direct costs only; this does not include development and production costs, coordinator salaries, library services, counselling or marketing or administrative overhead. Revenue sources include tuition, and SCN funding for production and development costs. Revenue support for distance education incorporated into institute operating budgets is not identifiable.

The Department provides an annual operating grant to SCN and an additional Education Outreach Fund of $1.7 million to regional colleges and universities, specifically for distance learning initiatives.

Information on operating budgets and resources was not available for Manitoba, Northwest Territories and the Yukon Territory.

SECTION 10: STRENGTHS AND LIMITATIONS OF DISTANCE EDUCATION

Information on jurisdictional strengths and limitations was collected in a different fashion. British Columbia provided information on institutional strengths, while Saskatchewan reported on institutional strengths and weaknesses. The Northwest Territories outlined the strengths and weaknesses of distance education programs offered in its jurisdiction. Alberta and Manitoba reported the strengths and limitations of post-secondary distance learning in their regions. Details follow:

(1)   *British Columbia*

Six institutions identified areas of strength in distance education ranging from specific program areas to instruction and support services.

SFU noted that because it is a "dual mode" institution its distance education program growth and registrations have exceeded those of the other British Columbia universities.

BCIT identified the level of collaboration between regular instructors and distance education tutors in Power Engineering as a particular area of strength. Tutors who assist in the delivery of print-based instruction work closely with the full-time program instructors in the department. Materials developed by the day program instructors are used in the distance education courses by the distance tutors and *vice versa*. The result is an overall improvement in the quality of training instruction and materials with minimal development costs.

The University College of the Cariboo indicated that its area of strength lies in the Respiratory Therapy portion of its distance education program.

ECCAD noted that its telecourses provide a unique opportunity for student access to quality fine art and art history instruction. The telecourses developed by the ECCAD and the OLA have received praise from educational television agencies in Canada and abroad. Each year, they become more widely used by teachers within the school system and by post-secondary instructors and students in Canada, the United States, Australia and Great Britain. These telecourses provide students from a range of backgrounds and locations with access to professional level instruction in the fine arts.

Northwest Community College identified the following areas of strength: satellite delivered education and training, interactive desktop training by interactive video, audio-teleconference delivery, and television production.

Okanagan University College noted that its particular strengths in distance education lie in the support services provided to distance education students. Almost all the tutors are members of the faculty, thereby enhancing continuity and commitment. Regional centres located throughout the college region provide further support. In addition, by way of voluntary lists, students in the same locales are encouraged to engage in peer tutoring and mutual support.

(2)   *Alberta*

There currently is a wide array of individuals at post-secondary institutions developing and delivering distance education courses/programs. The use of various technologies has expanded the scope of traditional correspondence education. The newer technologies have the potential to extend the delivery of programs and provide for consultation among professionals. The main strengths of distance learning identified in the post-secondary sector are as follows in order of frequency: collaboration and coordination of activities among institutions; diversity of courses/programs and choices for learners; increased access and flexibility for learners; institutional expertise; quality of design and instruction; and student control of the learning process.

Although there is increasing interest and development of distance learning activities, challenges and limitations are evident. Many distance education specialists work in relative isolation, and this can lead to duplication of efforts and limit opportunities for collaboration. The main issues facing Alberta post-secondary institutions involved in distance learning are as follows: coordination and leadership within the province; funding and cost-benefit issues such as concern for funding for course development; cost-benefit for institutions and high costs of technologies to deliver courses; coordination or standardization of telecommunications system for course delivery and communication; and the centralization of data for sharing and collaboration.

(3)   *Saskatchewan*

Province-wide cooperation and coordination is a major strength in Saskatchewan. DEPRC, which has representation from the universities, SIAST, regional colleges, SCN and the Department, advises the deputy minister on policies and priorities for distance education program development and delivery.

U of R has reported strengths in the following areas:

- Effective low-cost "extended classroom" delivery mode (requiring one technician and one staff member), supplemented by print packages, telephone,

fax, videocassettes, proctors, and markers and e-mail support where appropriate;

- Multi-purpose programming: courses serve either as core first and second year Arts and Science or elective in Arts and Science, professional degree or certificate programs;

- Experimentation with low-cost collaborative innovation in delivery of graduate-level Social Work and Education courses;

- Potential use of on-campus and off-campus high-speed digital electronic network for additional delivery modes;

- Effective partnerships with regional colleges and SIAST institutes for instructional support such as needs identification, co-ordination, facilities, technical support, library support, exam supervision, and evaluation;

- Collaborative course planning and development working groups involving several departments; and

- Experience in distance education since the 1960's.

Weaknesses include soft money budgeting to support distance education programs, and the university's instructional design capability to increase student-instructor interaction.

The U of S reports strengths in:

- Instructional design; use of satellite television; development of print packages; agriculture programming; distance education system management;

- Collaborative, cost-saving model in certificate programs, with credits fully transferable at partner universities;

- The only Teaching English as a Second Language (TESL) program delivered at a distance in Canada; and

- Experience in distance education since 1929.

The main weakness is the lack of experience in audioconferencing and computers in distance education.

SIAST reports strengths in the areas of high student satisfaction and high completion rates; a broad spectrum of programs at four institutes; and strong technical support in satellite television and multi-media production.

Weaknesses include inconsistency among the four institutes in format of print materials; and marginalization of distance education within SIAST.

(4)   Manitoba

A major strength in Manitoba is the willingness by most institutions to collaborate in the interest of providing service equity to all Manitobans regardless of where they live in the province. This is perhaps best demonstrated by the success of the FYDE Project where all three major universities, two government agencies and participating communities joined to enable students in five remote communities to acquire their first year of university through distance education.

Major weaknesses include: the scarcity of resources to move forward in distance education; the reluctance by institutions, the community and government to explore how technology can enhance instruction rather than simply duplicate the traditional classroom remotely; and the need to develop knowledge and experience on how education and technology-based industry (particularly telecommunications-based industry) can work together effectively.

(5)   Northwest Territories

The strength of the distance learning programs offered by Nunatta and Thebacha campuses of Arctic College is the ability to connect with disadvantaged, remotely located learners.

The weakness of the programs indicated by the Arctic College campuses is the lack of a dedicated infrastructure to provide support to distance education programs. Nunatta Campus indicated that the period for their pilot program was too short to evaluate it effectively.

(6)   Yukon Territory

The strength of the Yukon College distance education service is the ability to reach the whole territory through satellite transmission on Television Northern Canada (TVNC) and the coordination of distance delivery support through a centralized operational department.

The main weakness of the service is the lack of resources for tailoring programming to meet specific Yukon needs.

SECTION 11: CONCLUSION AND RECOMMENDATIONS

The committee experienced considerable difficulty in assembling this report due to change in personnel in government and the severe financial constraints of governments that have resulted in a reduced number of people working in this area.

There is a general lack of information sharing and consistency in distance learning activities among western jurisdictions, as well as variation in the human and financial resources dedicated to distance education. There is a strong need to establish a framework, including adequate human and financial resources to ensure the continuity of activities. The continuation of resources is required so that effective collaboration and communication can occur among institutions and jurisdictions.

There is also an urgent need to keep the information in this report current, as it will keep ministers informed of developments in distance learning, and fill the communication void that currently exists among interested parties.

The post-secondary distance learning committee, therefore, makes the following recommendations:

Recommendations

1. A new Distance Education Agreement should be developed for the six western jurisdictions. The 1984 Western Distance Education Agreement (see Appendix E) should serve as the foundation of the new agreement which should be prepared within three months of the western ministers' meeting, and reflect the realities of the 1990's.

2. A mechanism should be established to update and expand the information in this report and to make it readily available, possibly through a database. Ministers will need to dedicate resources to this activity to ensure its continuation.

3. Ministers should mandate their officials to develop an action plan to implement Recommendations #1 and #2 above.

SECTION 12: APPENDICES

Appendix A
Institutions Included In Jurisdictional Inventories

APPENDIX A - Institutions Included In Jurisdictional Inventories

Jurisdiction	Institutions	Contact Number
British Columbia (Area Code: 604)	University of British Columbia (UBC)	822 - 3573
	University of Victoria (UVic)	721 - 8476
	Simon Fraser University (SFU)	291 - 4269
	University of Northern British Columbia	565 - 5555
	University College of Cariboo	828 - 5292
	Malaspina College	755 - 8752
	Okanagan University College	862 - 5458
	Camosun College	370 - 3531
	Capilano College	984 - 4996
	College of New Caledonia	562 - 2131
	East Kootenay Community College	489 - 2751
	Kwantlen College	599 - 2100
	North Island College	334 - 5274
	Northern Lights College	782 - 5251
	Northwest Community College	635 - 9135
	Selkirk College	365 - 1275
	Vancouver Community College	871 - 7365
	Open Learning Agency (OLA)	431 - 3000
	British Columbia Institute of Technology (BCIT)	432 - 8898
	Emily Carr College of Art and Design (ECCAD)	844 - 3830

Report on Western Canadian Distance Learning in Post-Secondary Education

Province	Institutions	Contacts
Alberta (Area Code: 403)	Alberta Agriculture Alberta Vocational College Lesser Slave Lake (AVC LSL) Athabasca University (AU) Certified General Accountants' Association Concordia College Fairview College Grant MacEwan Community College (GMCC) Lakeland College Lethbridge Community College Northern Alberta Institute of Technology (NAIT) Olds College Petroleum Industry Training Service St. Stephen's College Rural Education and Development Association Southern Alberta Institute of Technology (SAIT) University of Alberta (U of A) University of Calgary (U of C)	Home Study Coordinator 427 - 2404 Pat Larson 849 - 8712 675 - 6185 299 - 1300 466 - 6633 835 - 6623 Clayton Wright 497 - 5286 Wayne Shillington 853 - 8563 Rob Bosscha 320 - 3235 Clive McNichol 471 - 7582 556 - 8302 Lorne Polzin 250-0891 439 - 7311 451 - 5959 Ed Evancio 284 - 8852 Dennis Foth 492 - 2681 Irene Meek 220 - 7346
Saskatchewan (Area Code: 306)	University of Regina (U of R) University of Saskatchewan (U of S) Saskatchewan Institute of Applied Science and Technology (SIAST) - Kelsey Campus (Saskatoon) - Wascana Campus (Regina) - Woodland Campus (Prince Albert) - Palliser (Moose Jaw)	John Oussoren 779 - 4859 Bob Cram 965 - 5561 Barb Heise 933 - 8354 Keith Gannon 787 - 1367 Ernie Tremblay 953 - 5502 Jim Lind 694 - 3259

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Manitoba (Area Code: 204)	University of Manitoba (U of M)	Cheryl McLean Director of Distance Education 474 - 8013
	University of Winnipeg (U of W)	Curtis Nordman, Director, Continuing Education 942 - 4211
	Brandon University	Kathleen Matheos, Director, Office of Extension 727 - 9668
	College Universitaire de Saint Boniface	
	Red River Community College (RRCC)	Ron Knudson, Supervisor of Distance Education 632 - 2484
	Assiniboine Community College (ACC)	Bonnie Proven-Bokarchyk 726 - 6682
	Keewatin College	Beth Westfall, President 623 - 3416
	Manitoba Department of Education and Training	Dominique Bloy, Assistant Deputy Minister, Advanced Education and Skills Training Division 945 - 8528
Northwest Territories (Area Code: 403)	Arctic College - Nunatta Campus (Iqaluit) - Thebacha Campus (Fort Smith)	**
Yukon Territory (Area Code: 403)	Yukon College	Robert Sutherland, Manager of Information Systems and Services 668 - 8888

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Appendix B

List of Distance Education Programs and Courses by Jurisdiction

APPENDIX B - Listing of Distance Education Programs and Courses by Jurisdiction

NOTE: Listing of current program and course offerings delivered in 1991-92 is a general guideline only. Please contact institutions directly for more comprehensive information.

DELIVERY MODE KEY

P - Print (includes independent study)
TC - Teleconference (audio only)
V - Video
A - Audio Tape
AG - Audiograghics (includes use of telewriter)
VC - Videoconference
CBS - Community-Based Study (Manitoba)
CMC - Computer-Mediated Communication
CML - Computer Managed Learning
LMS - Learning Management System
IT - Interactive Television (satellite)
MM - Multi-Mode
** - Indicates data not available

Institution/Jurisdiction	Current Program & Course Offerings	Main Mode of Delivery
British Columbia		
SFU	• Degree Programs 　　Bachelor of General Studies 　　Bachelor of Arts (Criminology Major) 　　Minor Programs - Faculty of Education: 　　　　Early Childhood Education 　　　　Environmental Education 　　　　Educational Psychology 　　　　Elementary School Physical Education 　　　　Learning Disabilities • Diploma Programs 　　Post-Baccalaureate Programs: 　　　　Criminology 　　　　Education 　　　　English as a Second Language 　　　　Ethnic Relations 　　　　Social Policy Issues • Certificate Programs 　　General Certificate in Criminology 　　Advanced Certificate in Criminology 　　Health and Fitness Studies 　　Liberal Arts 　　Literacy Instruction	**

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UBC	• Degree Programs
	    B.Sc. - Agriculture
	    B.Sc. - Forestry
	    B.Sc. - Nursing
	    Bachelor of Arts
	
	• Diploma Programs
	    Education (various Post-Baccalaureate Diplomas)
		**

UVic	• Degree Programs
	    B.A. - Child and Youth Care
	    B.Sc. -Nursing (Post RN)
	    Bachelor of Social Work
	    Bachelor of Education
	
	• Diploma Programs
	    Public Sector Management
	
	• Certificate Programs
	    Administration of Aboriginal Governments
	    Computer-Based Information Systems
		V, A

Malaspina College	Continuing Health Care Administration Diploma	**
BCIT	Power Engineering Certificate	**
Capilano College	Fish Culture Technician Certificate	**

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College of New Caledonia	• Certificate Programs Social Services Training Program (SSTP) Developmentally Disabled Specialty	**
Okanagan College	Business Administration Certificate	**

ECCAD and OLA	• Degree-Credit Courses
	     Color: An Introduction
	     Mark and Image
	     Material and Form
	     A Survey of Western Art I and II
	     Contemporary Art in Canada I and II
	     A Colonial Portrait: Art in Canada to 1871
	     Studies in International Cinema I and II
		TC

Alberta

| AU | • Undergraduate Degree Programs
    Administration
    Arts
    Commerce
    General Studies
    Nursing
    Science

• University Certificates
    Accounting
    Advanced Accounting
    Administration
    Language Proficiency
    Health Development Administration
    Information Systems
    Labour Relations
    Labour Studies
    Public Administration | P, A, V,
computer disks |

AVC LSL	• Academic Upgrading in Basic Education (10-12)
	    Accounting 10, 20, 30
	    Biology 10, 20, 30
	    Chemistry 10, 20, 30
	    English 13, 23, 33, 30
	    Math 10, 14, 20, 24, 30, 31, 13, 23, 33
	    French 10, 20
	    Social Studies 10, 20, 30, 13, 23, 33
	    Science 10
		V, AG, P, TC

	• Humanities Cree Language 10, 20	A, V, P, AG
Concordia College	• Diploma of Integrated Studies in Career Development Certificate or Diploma Program (27 courses)	P
Fairview College	• Academic Upgrading in Basic Education (10-12) • Building Service and Maintenance (2 courses) • Power Engineering	P P, C P, C
GMCC	• Gerontological Nursing Certificate Program (9 courses) • Nurse Credentialling Program (10 courses) • Occupational Health Nursing Certificate Program (12 courses) • Nursing Basic Courses (various) • Voluntary Sector Management (17 courses) • International Business Certificate Program (14 courses) • Correctional Services Program (5 courses and 9 being developed)	P, supplemented with A, CML, V V & TC P, CML, V P, V P, TC

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Lakeland College	• Business Administration	AG, T
	• Crop Production, Certificate of Achievement	P
	• Pesticide Applicator Home Study course	P
	• Pesticide Dispenser Home Study	P
	• Food Safe course	AG
	• Math 30	AG
Lethbridge Community College	• Academic Upgrading in Basic Education (10-12)	P, A, V
	• Adult Basic Upgrading	TC, P
	• Design (3 courses)	P, V
	• Visual Communications (Calligraphy - 2 courses)	P, V
	• Interpersonal Communications	P, TC
	• Journalism, Credential of Academic Achievement	P, A, V
	• Early Childhood Education Certificate	P, TC
	• Nursing Refresher	C, P
	• Occupational Safety courses (4 courses)	P
	• Power Engineering (2 courses)	P, C
	• Recreation Facility Operations and Maintenance (2 courses)	P, V, field work
	• Rehabilitation Services - credits towards Rehabilitation Services Certificate, transfer program to Rehabilitation Services Practitioner Diploma	P
	• Professional Food Beverage Server	P
	• Professional Bartender	P

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NAIT	• Ophthalmic Dispensing Diploma (Year 1 and 2)	P, practicum
	• Pulp and Paper Technician Certificate (17 courses)	P
	• Power Engineering courses	CML
	• Dental Assisting Independent Study (14 courses)	P
	• Water and Wastewater Treatment Technician Certificate program (11 courses)	P, with A, V support
	• Introduction to ECG Monitoring	(all P)
	• Medical Diagnostic Radiography Review	
	• Radiation Therapy Technology Review	
	• Nuclear Medicine Technology Review	
	• Medical Laboratory Assistant - Level I Basic	
	• Specimen Collection/Handling - Level II	
	• Electrocardiography - Level II	
	• Microbiology - Level II	
	• Histotechnique - Level II	
	• Urinalysis - Level II	
	• Cytotechnique - Level II	
	• Hematology - Level II	
	• Computer Literacy - Level II	
	• Medical Laboratory General Knowledge - Introduction	
	• Medical Laboratory General Knowledge - Instrumentation & Equipment	
	• Electrolytes, Flames and ISE's	
	• CLXT Recertification	
	• Cardiac Enzyme	
	• Emergency Medical Responder	
	• Electron Microscopy	
	• Technical Math	
	• Electrical Masters Certification	

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Olds College	• Diploma of Horticulture	P, V
	• Lawn and Garden Dispenser course	P
	• Weaving Certificate	P
SAIT	• Architectural and Civil Engineering Technologies	P
	Piping Drafting (3 courses)	P
	Blueprint Reading Course	P
	Pre-Employment Carpentry Program	CML/P
	• Automotive-Diesel	
	Gasoline Engines Certificate Program	P/TC
	• Business - Jr. Accounting & Accounting Technicians Certificates	P/TC
	Business Law, Business Communications, Economics, Financial	
	Accounting I, II, III, Management Accounting I, II,	
	Organizational Behaviour, Taxation	TC
	• Electrical Electronics (2 courses)	P
	• Mathematics for Trades	P/TC
	• Health Sciences	P/TC
	Certified Sterile Processing	P
	Dietary Aide Training	P
	Electrocardiography	P
	Food Service Supervision	P/TC
	Health Record Technician program (courses)	P
	Medical Laboratory Technology (CSLT credit courses)	TC
	Medical Terminology	P
	Metric and Measurements	P, Practicum
	Nutrition Courses	P
	Ophthalmic Assistant	
	Prehosptial Care (EMT-A, EMR, Refresher Courses)	

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SAIT (continued)	• Library and Information Technology courses	
	Library Technician Diploma (13 courses available)	P
	Rural Library Training Project (Small Library Operations Certificate)	P
	• Power Engineering Certificate Programs	P
	Building Operations Certificate	P
	Gas Process & Field Operations Certificate	P
	Industrial Instrumentation Certificate	P
	Plus SOLIS courses in Occupational Health & Safety,	P
	Industrial Environmental Awareness, Pressure Vessel Inspection	P
	• Petroleum Technologies - Oil & Gas Production Accounting (CAPPA)	P/TC
	(General listing of courses and programs only. Please refer to "Learning at Home" and SAIT calendar for comprehensive listing of courses/programs)	
St. Stephen's College	• Religious Studies (6 courses)	P

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U of A		
	• Education	
	General, Graduate and undergraduate courses	TC
	EdAdm, EdAdu, Practicum	
	• Extension	
	Adult and Continuing Education certificate courses (CACE)	TC
	Government Studies - Local Government Certificate Program	P, Seminar
	Liberal Studies - The Bible in Modern Literature	A, P
	Special Sessions	Some courses have TC component
	Agriculture Business - Managing the Modern Farm Business: Accounting Series	P
	Horticulture - Home Gardening Home Study Course	P
	Independent Study - Academic Upgrading (3 courses), General English (2 courses), Speed Reading, Business Report Writing	A
	• Nursing - Baccalaureate program	VC, TC
	• Occupational Therapy (2 graduate courses) OCCTH 521 (Program Evaluation in Occupational Therapy), OCCTH 554 (Advanced Therapeutic Procedures in Psychosocial Dysfunction)	TC, AG
	• Pharmacy (Continuing Pharmacy Education) Pharmacy in the Golden Years, Levels 1 & 2	P, V, TC, seminar
	• Engineering Advanced Topics in Transportation Engineering	VC
	• Division of Continuing Medical Education (Professional Development courses)	VC, TC
	• Faculte St.-Jean (CUME 458, 497, PSED 482)	TC

U of C	
• Adult and Continuing Education certificate courses (CACE)	P, TC
• Education - General, Graduate and Undergraduate courses	varies
• Continuing Medical Education	TC
• Continuing Nursing Seminars	TC
• Nurse Credentialling - Refresher Program (4 courses)	TC
• Nursing, Post RN Program	TC, P, V
• Seniors Programs	TC
• Engineering	
Advanced Topics in Transportation Engineering	VC
• Professional Diploma in Special Education, Focus on Gifted Students	TC
• Undergraduate courses (1st - 4th years in various departments and faculties)	TC

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Private Sector

Alberta Agriculture	• Courses Offered cooperatively with REDA	
	Animal Health Course	P, V
	Cattle Nutrition	P, V
	Dairy Production	P, V
	Understanding Profit, the Business of Farming	P
	Home-Based Business, Opportunities for Farm Families	P
	Irrigation Management	P
	Pork Production	P, V
	Soils Course	P
	Weeds Course	P
	Beef Herd Management (Reference Binder & Study Guide)	P, V
	Crop Production	P
	Farm Estate Planning	P, V
	Farm Home Planning	P
Rural Education and Development Association	• Alberta Rural Development Studies Program (cooperatively with Alberta Agriculture)	P
Certified General Accountants' Association	• Certified General Account, Professional Accounting Designation (17 courses). Courses include: Accounting, Auditing, Finance, Management, Taxation, Computer, Economics and Mathematics.	Mix of CML, P & optional lectures
Petroluem Industry Training Service	• Oilfield-related Programs (11 courses)	P, V

Wetaskiwin General Hospital	• Medical - Clerical (Certificate from AVC)	P, seminars
	• Nursing Refresher (Brokered from GMCC)	P
Saskatchewan		
U of R	• Degree-credit (all single courses unless specified)	IT, P, V
	- First and/or Second year Economics, French (2 courses), Indian Studies (2 courses), jointly with Saskatchewan Indian Federated College and U of S, Geography, Computer Science, and History and Philosophy of Science,	
	- Fourth year Social Work, English and Administration	IT, P, V
	- Graduate course in Education Curriculum and Instruction	MM, P, V , CMC
	• Certificate-credit	
	- Local Government Administration Certificate program (4 courses), Real Property Assessment	P
	• Non-credit	
	- Fine Arts and Writing (13 courses)	P

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U of S		
	• Degree-Credit	
	Introductory English (1 course)	IT, P
	Introductory European History (1 course)	IT, P
	Introductory Mathematics (1 course)	IT, P
	Introductory Native Studies, jointly with U of R and SIFC (1 course)	IT, P
	Introductory Anthropology (2 courses)	P, TC, V, MM
	Introductory Psychology (1 course)	P, TC, V, MM
	Introductory Courses	
	Anthropology (2 courses)	P, A & V for some
	Biology (1 course)	
	Computational Science (1 course)	
	Economics (2 courses)	
	French (1 course)	
	Geography (1 course)	
	Geology (1 course)	
	History (1 course)	
	Mathematics (2 courses)	
	Music (1 course)	
	Native Studies, jointly with U of R and SIFC (1 course)	
	Philosophy (1 course)	
	Psychology (1 course)	
	Sociology (1 course)	

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U of S (continued)	<u>Intermediate/Senior Courses</u> French (1 course) Geography (4 courses) Microbiology (1 course) Psychology (2 courses) Sociology (6 courses) Adult Education (4 courses) Teaching English as a Second Language (2 courses)	P, A & V for some
	• <u>Certificate-credit</u> Certificate in Adult and Continuing Education (CACE) (3 courses) Agriculture Program (Crop Production) (7 courses) Health Care Administration (5 courses) Farm Business Management Agriculture Program (2 courses) Teaching English as A Second Language (3 courses)	 P, V P, IT, V P P, IT, V P, V

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SIAST		
Certificate-credit		
Business Certificate (6 courses)	IT	
Home Care/Special Care Aide (1 course)	IT	
Food Service Worker (4 courses)	IT	
Chemical Dependency Worker (1 course)	IT	
Gerontological Nursing (1 course)	IT	
Certified Nursing Assistant (2 courses)	P	
Recreation and Leisure (6 courses)	P	
Electrical Engineering (2 courses)	P	
Journeyman Welding Theory (1 course)	P	
Continuing Education		
Certified Combined Technician (2 courses)	P	
Health Care Continuing Education (6 courses)	P	
Building Systems Technician (1 course)	P	

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Manitoba		

U of M	• Degree-credit Courses
	  Anthropology (2 courses)
	  Classics (1 course)
	  Economics (5 courses)
	  English (2 courses)
	  French (2 courses)
	  Geography (7 courses)
	  History (6 courses)
	  Philosophy (3 courses)
	  Political Sciences (7 courses)
	  Psychology (7 courses)
	  Religion (2 courses)
	  Sociology (6 courses)
	  Biology (1 course)
	  Geological Sciences (3 courses)
	  Mathematics and Astronomy (3 courses)
	  Microbiology (1 course)
	  Educational Administration &
	  Foundations (10 courses)
	  Educational Psychology (4 courses)
		P, independent study, TC, ITV

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U of M (continued)	• Degree-credit Courses	P, independent study, TC, ITV
	Recreation (2 courses)	
	Topics In Environmental	
	Processing and Design (1 course)	
	Social Work (1 course)	
	Nursing (2 courses)	CBS, TC, CMC
	Economics (1 course)	
	Geography (1 course)	
	German and Slavic Studies (1 course)	
	History (1 course)	
	Political Studies (1 course)	3 - CMC
	Psychology (5 courses)	2 - CBS
	Sociology (2 courses)	CBS
	Geological Sciences (1 course)	CBS
	Educational Psychology (2 courses)	CBS
	Nursing (1 course)	
U of W	• Degree-credit Courses (FYDE Program)	MM - IT, TC, AG, V
	General Biology	
	Introductory History	
	Introductory Chemistry	

Brandon University		
• Degree-credit Courses (1991-92)		
	Introduction to Computer Science I	V, A, P
	Introduction to Computer Science II	"
	Introduction to Native Studies I	P
	Introduction to Native Studies II	"
	Children's & Young People's Literature	"
	Early Childhood Education	"
	Introduction to Cree	TC, P
	Intermediate Cree	"
	Journalism I	"
	Comprehensive Health Assessment	TC, site visits
	Decision Management in Nursing	V, P, site visits
• Degree-credit Courses (1992-93)		
	Introduction to Native Studies I	MM (V, A, P, CMC)
	Introduction to Native Studies II	"
	Children's and Young People's Literature	P
	Early Childhood Education	P
	Theories & Practice in the Teaching of Reading	P
	Introduction to Management	TC
	Introduction to Personnel	"
	The Earth I	"
	The Earth II	"
	Introduction to Sociology	"
	History of the Canadian West	"
	Health Psychology II	"
	Comprehensive Health Assessment	P, TC, site visits

Assiniboine Community College	Business Management Certificate Agriculture and Rural Enterprise	P, V MM - P, TC, CMC, IT, F
Red River College	14 College level courses delivered to 54 locations	TC, P
Northwest Territories Arctic College Nunatta Campus	Accounting (2 courses) Humanities (2 Courses)	V, P "
Thebacha Campus	Accounting (1 course)	P, V, AG
Advanced Education	Peer Helper Program (in conjunction with Memorial University)	P, V, TC
Yukon Territory Yukon College	Academic Studies Early Childhood Development General Equivalency Diploma (GED)	P IT, V, P, TC IT, V, P

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Appendix C
Distance Learning Development Initiatives

APPENDIX C - Distance Learning Development Initiatives

NOTE: Appendix C lists courses under development or planned for future delivery as of 1991-92. Listing of new courses or programs is a general guideline only. Please contact institutions directly for more comprehensive information.

KEY: P - Planned
UD - Under development

INSTITUTION AND DELIVERY MODE KEY - refer to APPENDIX B

Jurisdiction/Institution	Program/Course (Subject Area)	UD or P	#	Mode
British Columbia				
ECCAD, Douglas College, & OLA	Business Skills for Visual Artists and Designers	UD		
SFU	- upgrade to computer facilities, improve course readers that usually accompany study guides; and in the long term, to produce a number of these course readers for more general circulation.	**	**	**
			**	**

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UVic	- development of 26 new courses in existing programs, the redevelopment of 54 existing courses, and the implementation of course development in two new programs (Multidisciplinary Graduate Program in Policy and Practice in Health and Social Services and a Certificate Program in Technology and Management).	**	**	**
BCIT	- considering the following initiatives: establishment of a partnership with the OLA to achieve improved training of Power Engineers, establishment of a partnership in training with SAIT in the development of industry training programs utilizing the SOLIS modularized instructional manuals, improved design and modularization of course manuals, development of a management program for power plant chief engineers and supervisors, and the establishment of a common courseware storage and handling system for all distance education programs.	**	**	**
East Kootney Community College	- expand offerings in Adult Basic Education	**	**	**
Northwest Community College	- establishment of a Northern Electronic Network with the University of Northern British Columbia for an education and training link with the Lower Mainland program and course providers.	**	**	**

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			Comb. TC, TW, & P, for all
Alberta			
AVC LSL			
Cree 30	(all P)	1	
Science 10, 20		2	
Adult Basic Education		1	
Secretarial Arts		1	
Philosophy		1	
Psychology		1	
Small Business Management		1	
AU			
Master's Degree in Distance Education	UD	10	P, CMC
Masters of Business Administration	UD	?	CMC
Fairview College			
Power Engineering (2nd class)	UD	6	CML, P
Cooling Tower Technician	UD	1	P
GMCC			
Correctional Services	UD	9	P, TC, V
Dance	UD	2	P, V
Day Care Orientation	UD	1	P, V, TC
Palliative Care	P	4	P, TC
Security Science	P	4	P, CML, V
Lakeland College			
Business Administration Diploma	P	6	P, TC, AG
	UD	2	
Adult Basic Upgrading	P		AG, CAI
University Transfer	P		VC
Early Childhood Development	P		VC
Rehabilitation Diploma	P		VC

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Institution	Course			
Lethbridge Community College	Early Childhood Education	P		P
	Rehabilitation Services	UD	1	P
	Occupational Safety Program	P	8	P
	Farm Business Management	UD	5	P
	Tour Guide	P/UD	2	**
	Recreation Management	UD	21	
	Entrepreneurship	UD	5	
		P	3	
			5	
NAIT	I.V. Therapy	P	1 for all	P for all courses
	Introduction to ECG Monitoring	P		
	Medical Diagnostic Radiography Review	P		
	Radiation Therapy Technology Review	P		
	Nuclear Medicine Technology Review	P		
	Specimen Collection/Handling - Level II	UD		
	Electrocardiography - Level II	UD		
	Microbiology - Level II	UD		
	Histotechnique - Level II	UD		
	Urinalysis - Level II	UD		
	Cytotechnique - Level II	UD		
	Hematology - Level II	UD		
	Immunohematology - Level II	UD		
	Computer Literacy - Level II	UD		
	Electrolytes, Flames /ISE's	P		
	CLXT Recertification	P		
	Cardiac Enzyme	P		
	Technical Math	UD		
	Electrical Masters Certification	P		CML

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Institution	Program / Course			
Olds College	Soils (100)	UD	1	P
	Prairie Horticulture Certificate	UD	16	P
	Weaving Certification	UD	3	P
SAIT	Auto CAD Certificate	P/UD	5	P
	Construction Management Certificate	P/UD	11	P
	Pre Employment Cabinet Making	P/UD	1	CML
	Auditor Training Certificate	P/UD		
U of A	Education			
	Adult Career and Technology courses: EdAdu 345/390/460/461/485, EdMda 351, Practicum: EdPra 454/455, Educational Psychology: EdPsy 363/371, Educational Foundations: EdFdn 301	P	16	TC
	EdAdu 345/460/461, EdFdn 301/410, EdAdm 401, EdMda 470, EdPsy 371/495, EdPra 454 Secondary Education: EdSec 200		10	
	Phase 3 Practicum (The Visit: Videoconferencing project)	UD	1	CML
		UD	1	VC
	Pharmacy (Continuing Professional Education)	UD	1	V
	Pain Management	P	2	P
	Pharmacokinetics, Pharmat			
	Nursing (graduate courses)	P	3	VC
	Engineering (undergraduate courses)	UD	6	VC
	Medical Laboratory Sciences (undergraduate)	P	6	P
	Extension (CACE)	P	1	P, TC

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U of C	Master's Degree in Education	P	7 full	TC, TW, MM
	Professional Diploma in Special Education	P	4 full	TC, TW, MM
	Master's Degree in Continuing Education	UD	**	TC, CMC, MM
	Engineering Graduate courses	P	**	VC
	Communications	P	**	VC
Private Sector Alberta Agriculture	Ratcon Formulation Software for Dairy, Sheep and Horses	P	1	CML, P
	Feedlot Management	P	1	P, V
Rural Education and Development	Alternate Futures for Prairie Agricultural Communities	UD	1	P, A, Radio
Saskatchewan U of R	• Degree-Credit			
	Graduate Education Curriculum and Instruction	UD	1	MM, CMC
	Introductory Religious Studies	UD	1	IT
	Courses Planned for Future Delivery			
	Senior Undergraduate and Graduate courses with low enrolments - joint delivery with U of S	P	Several	tbd (IT, MM?)
	Education, Science, Social Work/Human Justice	P	Several	MM, traditional/ innovative
	Undergraduate Arts courses for delivery through Western Universities Telecourse Consortium	UD/P	Up to 6	tbd (IT, MM?)

U of S

- Degree-credit

Course			
Introductory Sociology (6 credit)	UD	1	IT, P
English, Religious Studies, Sociology (6 credit)	UD	4	P
Nursing (6 credit)	UD	2	P
Education (3 credit)	UD	3	P
Psychology (3 credit)	UD	2	MM
Sociology (3 credit)	UD	1	P

- Certificate-credit

Course			
Farm Business Management	UD	2	IT, P, V
TESL	UD	5	P, V
Health Care Administration	UD	2	P
CACE (Adult and Continuing Education)	UD	3	P
Crop Production	UD	2	P, IT

Courses Planned for Future Delivery

- Degree-Credit

Course			
Biology, Geology, History, Mathematics, Political Studies, Sociology (6 credit)	P	6	IT
History, Sociology, Women's and Gender Studies and Nursing (6 credit)	P	5	P
Geography, Mathematics, Sociology and Nursing (3 credit)	P	8	P
Sociology and Women's Studies (6 credit)	P	2	MM
Sociology (3 credit)	P	1	MM

- Certificate-credit

Course			
(CACE) Adult and Continuing Education	P	tbd	tbd
Distance Education and Course Design	P	tbd	tbd
Agriculture Program	P	5	tbd
Farm Business Management	P	full	tbd
Horticulture program	P	full	tbd
Livestock Production in prairie region (tentative)	P	tbd	tbd
with other universities or colleges			

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SIAST	• Certificate-credit			
	Institutional Housekeeping	UD	2	MM
	Business Certificate	UD	2	MM
	(2 Information Systems, 2 Economics)	UD	1	MM
	Home Care/Special Care Aide			
	<u>Courses Planned for Future Delivery</u>			
	- Home Care/Special Care Aide	P	Several	MM
	- Food Services and Food Service Worker	P	Several	MM
	- Dental Assisting and Commerial Pesticide	P	Several	MM
	Applicator.			
Manitoba U of M	Significant expansion is planned in Social Work, Nursing, and Education. Negotiations are under way for graduate level courses in partnership with the Faculty of Graduate Studies	**	**	**
U of W	Effective Sept. 1993 three introductory courses will be cablecast within the City of Winnipeg. Discussions are underway to expand service to Swan River	P	3	ITV
Brandon University	Distance education courses are increasing every year, with 2 - 3 new offerings in 1993-94	P	2-3	P, TC, CMC
Assiniboine Community College	Agriculture Training - 8 new courses in 1992 - 93 and 1993 - 94 Business Education - 2 new courses for 1993 - 94	P	16	P, TC, ITV, CMC
Red River Community College	7 new courses in 1992 - 93	P	7	P, TC

Appendix D
Collaborative Agreements

APPENDIX D - Collaborative Agreements

KEY: Nature of Collaboration

CD - Course Development   M - Marketing
JD - Joint Delivery   R - Registration
TC - Transfer Credits   T - Training
SS - Student Support Services

Institution/Jurisdiction	Collaborative Agency	Nature of Collaboration
British Columbia	Collaborative or "laddered" degree programs between OLA and other institutions	**
OLA	(1) BCIT - Open University 　　Bachelor of Administrative Studies (Business and Public Sector Management Options) 　　Bachelor of Health Science (Nursing) 　　Bachelor of Technology (Computer Systems) 　　Bachelor of Business Administration (2) Capilano College - Open University 　　Bachelor of Music Therapy 　　Bachelor of Music (Jazz Studies) (3) University of the Cariboo - Open University 　　Bachelor of Natural Resources Science 　　Bachelor of Health Science (Psychiatric Nursing) (4) ECCAD - Open University 　　Bachelor of Fine Art 　　Bachelor of Design (5) University College of the Fraser Valley- Open University 　　Bachelor of Arts (Criminal Justice)	
BCIT	(1) SAIT - Power Engineering training materials	(1) Training materials
Northwest Community College	(1) Other British Columbia institutions and University of Alaska	

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Okanagan Community College	(1) Guelph University - Diploma of Horticulture	(1) JD
Alberta AU	(1) Grande Prairie, Keyano, Olds, Arctic and North Island College, British Columbia (2) Give transfer of credit for some dilpoma programs	(1) JD (2) TC
AVC LSL	(1) FC, LCC, UC, UA, SAIT, GMCC, Mount Royal (2) LC, AVC Edmonton, AVC Calgary (3) Northlands S.D, AVC Edmonton/Calgary/ Lac La Biche	(1) JD, SS, M, R (2) T (3) CD
Concordia College	(1) AU	(1) TC
Fairview College	(1) SAIT (2) PERCC - Power Engineering & Related Courses Cooperative (7 colleges which teach Power Engineering courses) (3) PERCC	(1) JD (Emergency Medical Training) (2) CD (CML Testbanks) (3) TC

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GMCC	(1) Ryerson Polytechnical, Vancouver Community College, Humber College, Laurentian University, Algonquin College, East Kootenay College, Cabot Institute of Applied Technology	(1) JD, TC (Voluntary Sector Management)
	(2) Lethbridge Community College, AVC LSL, Cuyahoga College, Canadore College, Red Deer College, Sinclair College (Dayton, Ohio)	(2) CD (Testbanks of English 100)
	(3) AU	(3) TC (International Business)
	(4) Alberta Social Services	(4) CD (Correctional Services Materials)
	(5) Blue Quills First Nation College, Correctional Service Department of Justice, Alberta.	(5) CD & selection of Correctional Services courses
	(6) Colleges (LCC, Mount Royal, Red Deer, Keyano, Kwantlen, Grande Prairie, Yukon Territory, Arctic), Wetaskiwin & Drumheller Hospitals, Association of Nursing of PEI, Grace Hospital, PEI, University of PEI, Nursing Association of Nova Scotia, Provincial Board of Diploma School of Nursing	(6) Broker Nursing Credentialling Courses
	(7) Numerous clinical sites for clinical practice in health science courses	(7) Clinical practice
Lakeland College	(1) Agriculture Colleges in AB, Man, and Sask	(1) CD, TC
Lethbridge Community College	(1) All Alberta Colleges	(1) TC (Rehab. Services Prg.)
	(2) U of Lethbridge	(2) TC (DES150C0)
	(3) Grande Prairie College	(3) JD (ECE260)
	(4) UC, UA, SAIT, AVC Calgary, Mount Royal	(4) JD
	(5) College of Great Falls	(5) TC, SS, R

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NAIT	(1) Opticians' Association of Canada (2) Holland College (3) Daishowa Canada	(1) Utilizes ODP materials Canada wide (2) Utilizes Dental Assisting Independent Study materials for classroom instruction (3) Uses NAIT for Pulp & Paper Technician - CD
Olds College	(1) Consortia - U of S, Olds & Assiniboine College (2) Alberta Environment, Crop Protection Institute (3) Hand Weavers, Spinners & Dyers of Alberta	(1) CD, Prairie Horticulture Certificate (2) CD, Lawn & Garden Pesticide Dispenser (3) CD, Weaving Certification
SAIT	(1) Canadian Association of Petroleum Production Accountants, Alberta Health Care Association (2) Society of Management Accountants of Alberta, Canadian General Accountants' Association of Alberta, Canadian Society of Laboratory Technicians	(1) CD, JD, TC (2) CD, TC

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U of A *Nursing Education*	(1) AU, GMCC, Red Deer Community College (2) Vancouver Community College, U of C (3) Olds College, Red Deer Community College, Keyano, AVC LSL, Grande Prairie, SAIT, NAIT	(1) TC (2) JD (3) JD & TC
Pharmacy	(4) Edmonton Telephones, Northern Telecom (5) Other provinces & American Council of Pharmacy Education.	(4) CD (5) **
Extension	(6) (Government Studies) U of R, many institutes in Alberta and across Canada (currently working with Western Canada Educational Strategy group for Municipal Administrator education - U of R, U of M, UBC, NWT	(6) CD (U of R only) TC
	(7) Certificate in Adult and Continuing Education (CACE) CACE consortium - Faculty of Education (U of A) - Olds College, Learning Centre (Calgary), Fraser Valley University College	(7) CD & TC - TC - TC pending
U of C	(1) U of A	(1) JD, TC
Private Sector Certified General Accountants' Association	(1) Various Canadian Post-secondary Institutions	(1) TC & exchange lesson notes
Wetaskiwin General Hospital	(1) GMCC, AVC Calgary	(1) Broker programs

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Saskatchewan Universities and SIAST	(1) Regional Colleges (2) SCN (3) Others as listed in Section 6	(1) Broker university and SIAST programs (2) Recieving sites; annual contacts with universities, SIAST, regional colleges
SIAST	(1) Saskatchewan Institutional Housekeepers' Association (2) Saskatchewan Regional Colleges (3) Saskatchewan Department of Health (4) Saskatchewan Association Licensed Practical Nurses (5) Saskatchewan Registered Nurses' Association (6) Saskatchewan Medical Association (7) College of Physicians and Surgeons (8) University of Saskatchewan (9) Northern Health Services (10) Medical Services Branch, Health & Welfare Canada (11) Nightingale Nursing Group (12) Numerous clinical sites for clinical practice in health science courses (13) Tribal Councils (14) SCN (15) SSEP (16) Agriculture Institute of Management in Sask. Inc. (17) Saskatchewan Psychiatric Nurses' Association (18) NAIT	(1) JD, CD (2) SS, T, JD, M, R (3) CD, M (4) CD, M (5) CD, M (6) CD (7) CD (8) CD (9) CD (10) CD (11) CD (13) CD (14) CD, T (15) SS, T, CD (16) CD, M, T (17) CD, M (18) TC

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| Manitoba | (1) FYDE program delivered by Inter-universities North which is a consortium of U of M, U of W and Brandon University | (1) JD, CD, TC, SS, R |
| | (2) Provincial Technology Networks (MINET and MSN) are coordinated by the Distance Education and Technology Branch of Manitoba Education | (2) Negotiates time sharing on the networks |

Appendix E
1984 Interprovincial/Territorial Distance Education Agreement

This Agreement made this   day of   .

BETWEEN:

THE GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN OF THE FIRST PART
AS REPRESENTED BY THE HONOURABLE THE MINISTER OF ADVANCED EDUCATION
AND MANPOWER

- and -

THE GOVERNMENT OF THE PROVINCE OF MANITOBA OF THE SECOND PART AS
REPRESENTED BY THE HONOURABLE THE MINISTER OF EDUCATION

- and -

THE GOVERNMENT OF THE NORTHWEST TERRITORIES OF THE THIRD PART AS
REPRESENTED BY THE HONOURABLE THE MINISTER OF EDUCATION

- and -

THE GOVERNMENT OF THE YUKON TERRITORY OF THE FOURTH PART AS
REPRESENTED BY THE HONOURABLE THE MINISTER OF EDUCATION

- and -

THE GOVERNMENT OF THE PROVINCE OF BRITISH COLUMBIA OF THE FIFTH PART
AS REPRESENTED BY THE HONOURABLE THE MINISTER OF EDUCATION AND THE
HONOURABLE THE MINISTER OF UNIVERSITIES, SCIENCE AND COMMUNICATIONS

- and -

THE GOVERNMENT OF THE PROVINCE OF ALBERTA OF THE SIXTH PART AS
REPRESENTED BY THE HONOURABLE THE MINISTER OF EDUCATION AND THE
HONOURABLE THE MINISTER OF ADVANCED EDUCATION

WHEREAS:

the parties have many residents who do not have ready access to
appropriate educational experiences that distance education technologies
could provide;

AND WHEREAS:

the co-operation of two or more parties could result in the enhancement
of program accessibility for the said residents;

AND WHEREAS:

distance education technologies of interest to two or more parties may be
more fully and economically developed by utilizing the combined resources
of the parties concerned.

NOW THEREFORE, the parties hereto agree as follows:

1. to provide and co-operate on matters affecting the development and delivery of distance education;

2. to identify and recommend means by which the parties hereto and their educational institutions may work together in the delivery of programmes, using appropriate distance education technologies and methods;

3. to identify and recommend means by which the parties hereto and their educational institutions may facilitate the development of excellence in distance education programmes through the combined efforts of the institutions and agencies;

4. to encourage educational institutions and agencies which have materials suitable for distance education to make those courses or programmes available at a minimal cost to other institutions and agencies;

5. to encourage the educational institutions and agencies to consult with one another when purchasing courses or programmes to determine if the other institutions or agencies might be interested in acquiring those same courses or programmes;

6. (a) to encourage educational institutions and agencies to share the results of research and experimentation in distance education with a view to minimizing duplication of effort and cost, and

   (b) to encourage educational institutions and agencies to share in the development or purchase of distance education material with a view to minimizing duplication of effort and cost;

7. to establish a Committee, whose Terms of Reference are contained in the attached Schedule "A", comprised of representatives of each party to this Agreement, responsible for:

   (a) developing the operational procedures required to give effect to the provisions of this Agreement, and

   (b) proposing specific actions or agreements according to the terms of reference that are approved by all the parties hereto;

8. to encourage and support the spirit and intent of this Agreement.

Any party may terminate its participation in this Agreement by providing sixty (60) days written notice to all other parties of its intention to do so.

This Agreement supersedes any prior agreements or arrangements made relating to the subject matter herein.

IN WITNESS WHEREOF the parties have executed this Agreement on the date first above written.

SASKATCHEWAN:

_____
Witness

_____
Minister of Advanced Education and
Manpower

MANITOBA:

_____
Witness

_____
Minister of Education

NORTHWEST TERRITORIES:

_____
Witness

_____
Minister of Education

YUKON TERRITORY:

_____
Witness

_____
Minister of Education

BRITISH COLUMBIA:

_____
Witness

_____
Minister of Education

_____
Witness

_____
Minister of Universities, Science and
Communications

ALBERTA:

_____
Witness

_____
Minister of Education

_____
Witness

_____
Minister of Advanced Education

APPROVED BY:

_____
Minister of Federal and
Intergovernmental Affairs

DISTANCE EDUCATION SUB-COMMITTEE

TERMS OF REFERENCE

The Distance Education Sub-Committee has been established for the following purposes:

1) To provide a comprehensive focus on matters pertaining to distance education for departments of education in Western Canada and the Territories. The comprehensive nature of this role is especially vital since departments do not have any other formal mechanism for communication on an Interprovincial/Territories basis.

2) To provide a mechanism by means of which to encourage educational institutions and agencies to consult and cooperate on matters affecting the development and delivery of distance education services.

3) To consider both Formal and Interest topics consistent with the intent of the Distance Education Agreement.

   - Formal topics refer to those of immediate significance which require formal recommendation for the Western Canada Post-secondary Coordinating Committee;

   - Interest topics refer to distance education developments which are of current interest and potentially have implications for the development and delivery of distance education services.